

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rossington All Saints Academy
Number of pupils in school	889
Proportion (%) of pupil premium eligible pupils	31% (277)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2026
Statement authorised by	Mr R Burton (Principal)
Pupil premium lead	Mr P Oldfield
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,225
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£243,225

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

Our objective is to ensure that all learners irrespective of background or ability are provided with an education that gives them the opportunities they desire to thrive throughout their life.

The strategy is designed to enable disadvantaged learners to access a broad and varied education that promotes awe and wonder and that ultimately allows them to make as much progress over time as non-disadvantaged learners. This will be primarily achieved by quality first teaching within all subjects and specifically the adoption of our learning principles, which develops metacognitive thinking skills through both collaborative and independent learning tasks. This approach is introduced and implemented within KS3 and is established as a routine within KS4. This strategy has been adopted due to extensive evidence-based research with secure findings on the impact it has on disadvantaged learners.

Within the strategy we also look at wider aspects of support through programmes that we offer around literacy (reading routes), interventions, pastoral support and attendance. We use these strategies as a way of overcoming barriers that some learners may face with regards to education whether that is attendance, emotional or accessing teaching and learning. As an academy we also ensure that disadvantaged learners have the same opportunities as non-disadvantaged with educational visits which ensures that this is not a barrier to making progress over time.

We analyse the progress of all our learners throughout the year using assessment points at both KS3 and KS4 to identify the impact of these strategies on our disadvantaged learners which in turn allows us to amend or implement further support if required. However, we see quality first teaching as the key driver in ensuring the progress of all learners.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy and reading skills are low on entering the academy and the pandemic has had a further impact on this. Using GL and other internal assessments we can see that 26% of learners in Y7 are demonstrating a 1-4 stanine for reading. Due to interventions this number reduces to 16% in Y8 where and 7% in Y9.
2	Progress 8 results from 2023 shows that the academy attained -0.10, however when compared to the progress of disadvantaged learners -0.45 we can see that the gap still exists.

3	Increased challenges and lower aspiration – Pastoral support is in place to remove some of the barriers that face our disadvantaged learners. Uniform, engagement/motivation for learning, lack of support from home and poor social skills are some of the challenges that we face that can result to negative behaviour. More than 50% of suspensions were PP learners
4	Attendance of PP learners is currently at 87.4% which in comparison to non-disadvantaged (92.4%) shows that there are challenges we face around PP learners accessing education. We can also see that there is even more of a significant difference between PP (37.1%) and non-PP (21.9%) for persistent absence
5	Support for learners wellbeing and mental health has increased throughout the pandemic. Referrals to CAHMS and safeguarding incidents have also increased.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) Improving literacy skills for KS3 Learners	By the end of the strategy (2024), all PP learners have reading ages that are relative to their chronological age by the end of the specific academic year. This will be evidenced by GL assessments and the accelerated reader tests.
2) Curriculum design and offer is appropriate, broad and suitably challenging for disadvantage learners. Effective implementation and review of both the RASA learning principles and personal development ensure a well-rounded platform for learners to make progress	Quality of education reviews that take place five times throughout the year ensure that the high quality of teaching and learning throughout the academy. Sequencing and learning guided by established learning journeys will promote success by outcome and evidenced by assessment results. These results will demonstrate that the current gaps in attainment of PP and non-PP are diminishing over time where attainment data will also show a similar pattern. Regular book looks that focus on comparing PP and non-PP learners will highlight and remove inconsistencies whilst promote collaboration between departments. PROUD Thursday will be ensure that disadvantaged learners will be as proud of their work as non-PP learners and receive recognition for the work that they produce within lessons.
3) Learners will be given the resources they need to become effective learners. Providing equipment, uniform and additional support and guidance will enable all disadvantaged learners to	By 2024/25 there will be a significant reduction in the number of learners receiving suspensions which significantly impact their attendance and progress. PP learners will be fully equipped to access

access the curriculum and reduce suspensions	learning and allow for an increase in progress which will be supported by assessment data within both KS3 and KS4. Destination data will also continue to increase for college and apprenticeships and NEET's will remain low.
4) Attendance for all learners will increase, particularly for disadvantaged learners	Attendance of all learners will have improved by 2024 and there will be a significantly reduced gap between attendance of PP and non-PP learners over the next 3 years. Persistent absences will be reduced, where again we will see a reduced gap between PP and non-PP learners.
5) To continue to improve the provision for the wellbeing and mental health of all learners, including those that are disadvantaged	Use of CPOM's has significantly increased over the last year where more incidents have been reported than ever before. Over the next 3 years there will be a reduction of these incidents due to care and support that is in place throughout the academy. Pastoral support and additional provision along with engagement with parents/carers will provide a safe haven for our learners where they focus on their learning whilst developing them both socially and emotionally. Enrichment opportunities will be embedded throughout the academy and there will be provision for the needs of all learners

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £73,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving reading and literacy in lessons.	Reading Routes introduced to Y7 to develop a love of reading and Accelerated Reader to be used in KS3 to monitor and develop reading on a weekly basis – supported by library lessons as part of the English curriculum. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Bespoke CPD	Staff CPD is planned based on the analysis of results and the academy's needs. A calendar of sessions is planned for teachers at different stages e.g. ECTs and provision is made to support and develop teaching and learning. Focus recently has been on metacognition Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1,2
Recruitment, retention and leadership	The Education Endowment Foundation recommends improving teaching as having the largest impact on disadvantaged students. Key staff have been deployed within DEEPS which develop Teaching and Learning, Support and enrichment within the academy	1,2,3
Developing the delivering the RASA Learning Principles	We use CPD time to develop the Learning Principles and the 6 part learning cycles with both being aspects of all lessons throughout the academy. Consistent use of these strategies along with high quality marking and feedback ensure that all disadvantaged learners are able to make progress within every lesson. The	1,2,3,4,5

	<p>learning principles have been designed from research on developing metacognition and self regulated learners</p> <p>Metacognition and Self-regulated Learning EEF Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	
External Training and Leadership	<p>Leaders at all levels have been given opportunities to train with the Ambition Institute. Courses undertaken have included NPQH, NPQSL and NPQML. This is to improve leadership and teaching and learning across the academy. All projects undertaken are based around having an impact on student outcomes – often looking at disadvantaged students.</p>	2,4
Director Support	<p>Delta subject directors in English, mathematics, science, history, geography and Spanish will work with targeted pupils to support their learning and make school engaging and purposeful.</p>	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £152,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring	<ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 	1,2

	<p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
Accelerated Reader	<p>Accelerated reader to support all students in KS3 with developing their reading. Literacy RAG's have been introduced to monitor and adapt the success of all literacy strategies</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1
Sparx/GCSE Pod/LanguageNut	<p>Resources to aid learning from home and to make it engaging for students.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	2,3,6
Attendance Officer/EWO	<p>First response from attendance officers for all student absentees. Officers work closely with year group Learning Managers as well as SLT links to ensure phone calls and parental meetings take place for identified students.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	4
Bridge and PLC	<p>The Bridge/PLC provides targeted support to identified individuals to offer curriculum support and behavioural support through small group work for set periods of time.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,5
Learning Managers and Pastoral officer	<p>Year group learning managers and the pastoral officer hold a key role in supporting all areas of student development from learning and behaviour to wellbeing and day to day resilience in school. Their detailed knowledge of each of their students and level of targeted</p>	1,2,3

	<p>support help address each of the key challenge areas – as well as engaging all stakeholders involved with the child’s learning – including parents.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
Assessment and testing	Suitable tests and assessments are required to measure progress at key points in the academic year. We use common assessment papers across the trust as well as GL testing to assess progress in KS3.	1,2,3
Leadership	High quality leadership and management is crucial to organise and implement curriculum, intervention and all elements involved in delivering the PP strategy including attendance and support.	1,2,3,4,5
Subscriptions	Subscriptions to software such as Sparx maths, reading +, Phonics and Accelerated Reader allow students to access quality learning both in school and at home. The EEF’s study found that Accelerated Reader for example, added 5 months’ reading progress to a Y7 student compared to those not following the programme. CPOM’s allows staff to track safeguarding incidents and overcome these.	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging Education	Resources and support material are produced by EE to help PP students with accessing information around curriculum content, the wider Academy community and future potential destinations	2,3
Maple Medical	Support PP students who are unable to adapt to the mainstream provision in the Academy due to significant behavioural, emotional and social difficulties.	2,5

St Wilfreds	Support PP students who are unable to adapt to the mainstream provision in the Academy due to significant behavioural, emotional and social difficulties. We are in regular contact with SWA and are working with them on the provision to ensure that the curriculum has changed to fall in line with the new P8 measures.	2,5
Breakfast Club	In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)	
Nessy Subscription	Resources and training are purchased to support PP learners bridge the gap. Specialist TA support is directed to PP learners who require additional support with numeracy, literacy and general life skills	1,2,3
Rewards	We know there is a clear link between achievement and attendance. Targeted support provided by attendance officers as mentioned above. Good attendance recognised and praised around the school and with rewards in key half termly assemblies. Celebrating success throughout the Academy is common practice and is also seen within PROUD Thursday where students are given the opportunity to display their work and gain recognition Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2,4
Educational Material (revision guides/calculators)	Revision guides, equipment and uniform requirements will be provided for disadvantaged students as well as subsidising trips and educational activities off site. This supports with learning, homework, engagement, and increased attendance as well as supporting the child's wellbeing.	1,2,3,4,5
CEIAG Lead	Disadvantaged students to have access to high quality and impartial careers advice through Careers Inc and supported by the HEPO. This is to give them a choice of suitable pathways and secure an education	3,4

	destination at the end of Y11. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	
Guest Speakers (Inspirational speakers)	As part of CEIAG days inspirational speakers have been invited to share their experiences Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £265,480

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

KS4 Assessment Data 2022

Disadvantaged students

Progress 8 Score	0.0
Grade 5 or above in English and Maths	33%
Grade 4 or above in English and Maths	55%
Progress 8 score EBacc	+0.01
Progress 8 score Open	+0.01
Entered for EBacc	30%

KS4 Assessment Data 2023

Disadvantaged students

	Disadvantaged students	All Pupils
Progress 8 Score	-0.45	-0.10
Grade 5 or above in English and Maths	30%	41%
Grade 4 or above in English and Maths	51%	62%

Progress 8 score EBacc	-0.39	-0.14
Progress 8 score Open	-0.64	-0.26
Entered for EBacc	30%	

Commentary:

- Attainment and progress in comparison to previous year's performance has dropped for disadvantaged, however this is also a trend for all pupils.
- This was the first year that exams were back to pre-pandemic conditions with no alterations for any subject area.
- There was an expectation due to numerous factors that results would not be as inflated as previous year's performance, however all intervention strategies were maximised to reduce the impact of these factors.
- There was an expectation for disadvantaged learners to be impacted more than non-disadvantaged, however the academy had procedures in place to reduce the impact (device roll out, opening academy to key worker and vulnerable learners)
- Increase in numbers entered for EBacc to meet with national targets (75%)
- Projections for 2024 results are already higher than progress and attainment in 2023

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.